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ABSTRACT

Intended to meet a widespread demand among teachers and administrators for coordination among the various modern language offerings in the Fairfax County school system, this publication serves as a guide for the articulation of a sequential language program reflecting recent developments in the goals, content, materials, and methods of modern language instruction. A general discussion of culture and methodology precedes a summary of activities in level 1 through level 5 and advanced courses. Appendixes contain outlines of topics for cultural content for French, German, Russian, and Spanish courses. [Not available in hard copy due to marginal legibility of original document.] (RL)

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SCOPE AND SEQUENCE

OF

MODERN FOREIGN LANGUAGES

GRADES 7 - 12

(TENTATIVE)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Department of Instruction
Fairfax County Schools
Fairfax, Virginia, 1964

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INTRODUCTION

This tentative "Scope and Sequence of Modern Foreign Languages Grades 7-12," meets a widespread demand among teachers and administrators for coordination among the various modern foreign language offerings, and for the formation of a progressive and sequential program which will reflect recent developments in the goals, content, materials, and methods of modern foreign language instruction. It is an initial step toward the ultimate production of a detailed guide for teachers which will incorporate goals, content, and methodology for foreign language courses.

The material in this tentative publication has been reviewed by committees of teachers from each language and grade level in both the intermediate and high schools.

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NOTES

SUMMARY OF ACTIVITIES

The summary for each grade is intended as a guide for the development of the four skills in language learning: listening, speaking, reading, and writing; it indicates the interdependence and progressive development of these skills throughout the entire sequence; and it fulfills the need of the student to feel a steady advance as he goes from one level to another, and from one type of institution to another.

In the recommended emphases for time distribution for each grade, the percentages are for the course as a whole, not for any single class period. Audio-lingual activity on the reading material is included in the percentage suggested for reading.

Unless otherwise indicated, the activities described under the audio-lingual, reading, and writing phases would ordinarily stem from basic text- and basic reading-materials.

CULTURE

Culture may signify a particular stage of advancement of a civilization, the products of artistic and intellectual endeavor, or personal enlightenment and refinement of taste. All of these aspects of culture figure prominently in a modern foreign language course.

Contemporary life of foreign peoples is inextricably bound up with the past and with the development of Western civilization. Due attention is, therefore, given to the historical scene in the outline of topics for cultural content, particularly to those areas which affect the lives of foreign people of today and which are significant in the American heritage.

Language as Culture

Language itself is an intimate manifestation of culture, as it is not only the means of communication of a foreign people, but is the fabric of which their thoughts are formed. It is one of the ways in which their cultural patterns and overtones are reflected and their interpersonal relationships expressed.

Just as the linguistic aspects of the culture are taught as part of language learning, the nonlinguistic aspects of culture are used as a vehicle for language learning. The integration of language and culture to provide experiences resulting in the absorption of cultural patterns and overtones, along with linguistic skills, is part of the language-learning situation.

Basic Values

In teaching the cultural patterns of a contemporary foreign land, it is important to include not only the concrete manifestations of the civilization in terms of its social institutions, customs, individual pursuits,

and material and artistic products, but the basic beliefs and values which underlie them, so that the study of civilization does not result in a series of facts, but in an understanding of foreign people in the context of their cultural patterns.

Culture Not Incidental

While the study of culture might arise from random opportunity, a mere mention of related facts "in passing" is ineffective. Cultural topics must be carefully planned and developed to form a body of learning within which knowledge, attitudes, and appreciations of permanent value are incorporated. Caution must be exercised to develop the subject within the level of the pupils' comprehension, and to secure ample coverage of topics so that by the end of the language sequence pupils will have a unified, integrated body of knowledge within which their understanding of foreign people has been developed.

Culture in the Foreign Language

As far as possible, the culture should be presented in the foreign language as part of the regular program of learning. This will vary from considerable presentation in English in the early levels to full integration of the culture and the language at the more advanced levels. As pupils grow, they become interested in acquiring cultural learnings in areas such as music, art, government, literature, and science. Even at intermediate and advanced levels, pupils' knowledge of the foreign language is at times an inadequate vehicle for obtaining information and developing appreciation in sufficient depth and clarity. To restrict pupils' cultural growth because of their lack of foreign language seems educationally unwise. When it is considered advisable to undertake individual or group projects in English, caution should be exercised in the use of class time; the

English presentation should be brief.

The Cultural Content

The outline of topics for cultural content is based on a progression from the immediate to the more remote, and from the concrete to the abstract. The design is related in a general way to the curriculum of the academic courses, and to the development of pupils' interests and abilities. Thus, pupils beginning the study of a foreign language in grade 7 or 9 may correlate their study of the foreign nation with their immediate environment, and with their knowledge of the American heritage as influenced by the foreign land. Correlation may be made also between the study of world history in grade 10 and the history of the foreign nation in the pupils' language course. Topics relating to the contributions of the foreign nation in the areas of literature, mathematics, and science have been included in the final years of the language sequence in order to allow for pupils' growth in knowledge significant for reporting or study.

Scope for Each Sequence

Because this integrated approach demands flexibility in presentation, the general overview of topics for cultural content as outlined is not intended to define the sequential order of cultural topics as they are to be taught within a particular grade level. It is expected that all underlined topics would be incorporated into each sequence. The detail given between the underlined topics is included only as a possible help for the teacher in presenting the material, and to save the teacher's time in developing an outline for each topic. The detail in which topics are developed will vary with pupils' interests and the depth felt necessary by the teacher. All details included in the outline need not be covered by every class.

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PRESENTING CULTURAL CONTENT

While it will often be both desirable and expedient to rely heavily on the personal contribution of the teacher in the presentation of cultural content, with pupils taking notes on the teacher's lectures, there are numerous cultural activities that may be designed for participation by individuals, groups, classes, or the entire department.

During the prereading period in beginning modern foreign language classes, when homework is not assigned in the language itself, the teacher may wish to design daily homework assignments on cultural topics. A great portion of the cultural content for the beginning level could be meaningfully presented during this initial period.

In the next section of these Notes are some suggestions for experiences in specific areas which may be individual, group, class, department, or schoolwide projects.

SUGGESTIONS FOR CULTURAL ACTIVITIES AND EXPERIENCES

Physical and Economic Geography

1. Making maps of the foreign countries and their overseas territories

2. Filling in mimeographed outline maps of the countries; filling in world outline maps for overseas possessions

3. Making illustrated maps, showing the principal products and the regions or provinces where they are produced

4. Filling in world outline maps showing countries where the foreign language is official

5. Utilizing desk outline maps to indicate the ethnic composition of the foreign nations

Holidays

1. Celebrating Christmas, including singing Christmas carols in the foreign language

2. Celebrating particular holidays for each country

3. Making greeting cards for Christmas, the New Year, Easter, Mother's Day

4. Participating in a department-wide Christmas assembly program in conjunction with classes in other languages, on a "Christmas Around the World" theme

5. Participating in a department-wide Foreign Nations' Independence Days program, in conjunction with classes in other languages

Language

1. Foreign words used in English

   Gathering foreign words or expressions used in English from newspapers, magazines, books, or radio and television announcements. Playing "Information Please" in class, involving definitions of these words

2. English words used in the foreign language

   Gathering English words or expressions used in the foreign language, or as the basis for foreign words, from newspapers and magazines

3. Utilizing the United Nations as a resource

   a. Writing to the United Nations for material written in the foreign language

b. Obtaining United Nations posters with foreign language captions, and a United Nations Charter in the foreign language

c. Preparing and enacting a "U.N. Session" by an intermediate or advanced class, where earphones are available. A speech made in English or the foreign language might be translated simultaneously, as at the U.N.

4. Cuisine

a. Enacting a restaurant scene in which pupils order a meal in the foreign language, from foreign menus. These menus might be mimeographed, secured as class sets from discarded menus by passengers on foreign steamers, or procured by pupils or teachers from foreign restaurants

b. Gathering names of foreign dishes from American menus

c. Gathering names of foreign foods and drinks from advertisements

d. Preparing a foreign meal with the cooperation of the home economics department

e. Making and displaying posters or charts including words or expressions pertaining to the foreign cuisine

5. Reading Material

a. Where reading material includes cultural content, dramatizing it with simple but appropriate costuming and settings in playlets, skits, puppet, or marionette shows

b. Reading simple plays in the early years with a view to dramatization

c. Presenting selections from famous foreign plays in class or as assembly programs

d. Dramatizing famous historical events by using material encountered in reading

6. Resource Persons

Inviting foreigners of the community or foreign visitors to address pupils in simple language, preferably on a cultural topic related to area information or to the subject of classwork

Health Education

1. Preparing folk dances for class or assembly program

2. Gymnastic activities

3. Learning some of the popular foreign social dances

4. Preparing a display or scrapbook on the dance of the foreign country

5. Preparing posters or charts illustrating phases of sports in the foreign land, with appropriate labels

Music

1. Listening to operatic arias with the text of the lyrics

2. Singing foreign folk tunes or popular songs

3. Listening to important instrumental selections

4. Playing "Name That Tune" in learning to identify compositions

5. Listening to foreign compositions played by talented pupils who bring instruments to class

6. Participating in assembly programs

7. Preparing and performing in an assembly or class program of foreign music, such as

   a. "Foreign Songs America Loves" in which solo or choral renditions of songs may be followed by audience participation

   b. Instrumental compositions by foreign composers

   c. Singing in chorus or solo renditions of famous songs or arias

Art

1. Gathering prints or pictures of famous paintings, statues, or buildings, and showing them to the class with brief descriptions in the foreign language

2. Preparing puppets in correlation with work in art classes for a puppet show in the foreign language

3. Inviting the art instructor to address the foreign language class

4. Visiting local museums where foreign masterpieces are displayed; reporting briefly in the foreign language on the names of works and their artists and "schools"

5. Identifying famous works of art from prints or pictures

Education and the Life of Youth

1. Corresponding with a foreign "pen pal," asking him to describe his school and social life and recreational activities

2. Enacting a playlet in which two pupils, in the roles of foreign children, ask each other about their school life and recreational activities

American History

1. Making maps of North America, showing place names of foreign derivation in the United States, and areas where the foreign language is spoken today

2. Making maps of the Western Hemisphere, showing the extent of foreign possessions at the height of the foreign power in the New World

3. Making maps of the United States, showing the States which were originally part of the foreign empire

World History

Playing "This is Your Life," taking outstanding personalities in history as the subject

GENERAL CULTURAL PROJECTS

Some general cultural projects especially appropriate for class, department, or schoolwide participation are given below:

Class Projects

1. Organizing "Information Please" games for reviewing cultural facts
2. Utilizing foreign newspapers or magazines as a reading project
3. Keeping a class diary; publishing a class newspaper

Department Projects

1. Collecting and displaying costume dolls
2. Collecting and displaying fine books and magazines
3. Subscribing to a foreign newspaper and magazine which is made available to students
4. Publishing a foreign language school newspaper
5. Organizing foreign language luncheons or socials
6. Making a foreign language motion picture with sound track on magnetic tape
7. Producing a play

Schoolwide Activities

1. Organizing a book fair with books and periodicals to be displayed and sold
2. Organizing a Foreign Language Day or Week in which pupils:
   a. dress in regional costume or wear foreign-type clothes
   b. speak the foreign language outside of class
   c. perform in the week's assembly program
   d. obtain the cooperation of school cafeterias in serving foreign-type foods
   e. display interesting foreign products in main display cases
   f. post pictures or interesting printed material in the foreign language on main bulletin boards

Using Community Resources

1. Providing the opportunity for trips to areas of foreign cultural interest

2. Scheduling regular listening where foreign language radio programs are available

3. Providing for attendance at foreign moving pictures, ballets, musical events, or plays whenever they are available

4. Visiting a foreign restaurant

5. Inviting foreign visitors to address pupils in the foreign language

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TO TEACHERS

Nothing in this publication should be construed as limiting a teacher in any way with regard to the number, kind, variety, or scope of activities which his own special talent and individuality may lead him to introduce into his classes in the furtherance of language learning.

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SUMMARIES OF ACTIVITIES

Level I - Grade 7

I. Recommended Emphases

Audio-lingual	80%
Reading	15%
Writing	5%

II. The audio-lingual phase

A. Structures and vocabulary are audio-lingually presented and mastered

B. A prereading period, without the use of printed materials, precedes the use of the textbook

C. Dialogues, conversational sequences and pattern drills characterize learnings

D. The use of games, pictures, charts, songs, and poems is widespread

E. Memorization of poems, songs and dialogues is prominent

III. Reading begins with identical speech patterns learned audio-lingually and progresses to recombinations of these familiar patterns.

IV. Writing consists primarily of copying words and expressions in speech patterns, sentences, and dialogues learned audio-lingually. Labeling of familiar objects and making picture dictionaries may be utilized. Brief dictations of identical utterances, first learned audio-lingually and then experienced visually, are given. Guided writing of drill patterns, first learned audio-lingually and then experienced visually, may be begun.

V. Cultural content arises from pupils' interests and course materials. Topics suggested for emphasis in this grade are outlined, according to language, in the Appendix.

VI. Supplementary reading in English is assigned to develop background.

Level I - Grade 8

I. Recommended Emphases

Audio-lingual	70%
Reading	20%
Writing	10%

II. The audio-lingual phase

A. Structures and vocabulary are audio-lingually presented and mastered

B. A prereading period, without the use of printed materials, precedes the use of the textbook

C. Dialogues, conversational sequences and pattern drills characterize learnings

D. The use of games, pictures, charts, songs, and poems is widespread

E. Memorization of poems, songs, and dialogues is prominent

III. Reading progresses from identical patterns to recombinations of familiar patterns which have been audio-lingually learned. Toward the end of grade 8, material not previously experienced in class may be read.

IV. Writing continues to be guided. Copying of dialogues and taking dictation of identical speech patterns continue as in grade 7. Guided writing of drill patterns involving simple transformations and substitutions of familiar patterns is continued. Pupils begin to write answers to dialogue questions on material which has been audio-lingually mastered and visually experienced.

V. Cultural content arises from pupils' interests and course materials. Topics suggested for emphasis in this grade are outlined, according to language, in the Appendix.

VI. Supplementary reading in English is assigned to develop background.

Level I - High School

I. Recommended Emphases

Audio-lingual	70%
Reading	15%
Writing	15%

II. The audio-lingual phase

A. The course begins with a prereading period, without texts or symbols

B. Structures and vocabulary are audio-lingually presented and mastered in context and through dialogues and pattern drills

C. Dialogues and brief conversational sequences characterize most of the learning

D. Poems, songs and games are used widely

E. Oral reading by individuals is practiced

III. Reading is begun with material already learned audio-lingually. It is first introduced in identical patterns, later in recombinations of these patterns. Reading that has not been orally presented is introduced gradually during the second half of the grade. Supplementary reading in English, in the form of fiction or non-fiction, provides valuable background material.

IV. Writing is first restricted to imitative writing of patterns that pupils have mastered audio-lingually. Copying, writing from dictation, and the writing of dialogues used audio-lingually in class form the bulk of the writing. Guided writing of drill patterns is utilized. The writing of answers to dialogue questions is begun.

Level II - High School

I. Recommended Emphases

Audio-lingual	50%
Reading	30%
Writing	20%

II. The audio-lingual phase

A. The development of audio-lingual skills continues to be the primary objective

B. Structures needed for audio-lingual competence are presented in their most useful forms through pattern drills and dialogues. All structures are experienced aurally

C. Vocabulary and idioms of high frequency are audio-lingually drilled

D. Conversational ability is developed on specific topics. Integration with text materials is recommended. Directed dialogue from English equivalencies is practiced

E. The reading material is used audio-lingually

III. Reading contains material not previously reviewed in class and increases in difficulty. Both intensive and extensive reading are assigned.

IV. Writing of materials already learned audio-lingually continues. Guided writing of drill patterns is expanded to include more difficult but still deducible forms of patterns aurally or audio-lingually experienced. Writing includes answers to questions in which the structural changes involved in the answer are patterned on the questions, answers to dialogue questions, and answers to directed dialogue questions of mastered material. Dictations of recombinations of learned patterns are introduced. The writing of patterns or dialogues through recall is included progressively as pupils demonstrate proficiency. Equivalencies are written in the foreign language from English; directed composition is begun.

V. Cultural content arises from pupils' interests and course materials and is integrated with the course. Topics suggested for emphasis at this level are outlined, according to language, in the Appendix.

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Level III - High School

I. Recommended Emphases

Audio-lingual	40%
Reading	35%
Writing	25%

II. The audio-lingual phase

A. Audio-lingual drill on the remaining structural items needed for audio-lingual competency continues through pattern drills and question-answer responses in selected forms

B. Audio-lingual activity is integrated with the reading

C. Oral reporting is correlated with reading material whenever possible. Discussion in simple language ensues

D. Conversational ability is developed on specific topics. Playlets or skits may be vehicles for performing in dialogues

III. Reading includes longer selections of literary value and is supplemented by reading simple authentic materials on a variety of topics from foreign periodicals. Variety of forms of printed materials is suggested. Reading is extensive as well as intensive. Supplementary reading of simple material in the foreign language may be assigned.

IV. Writing includes what pupils can say, in the written form of dialogue, oral reports, and exercises on the reading. Writing of drill patterns continues. The writing of language in a style and pattern characteristic of the written language as distinguished from the spoken language may be introduced when necessary. Controlled writing is utilized. Familiar material in the foreign language is written from English equivalencies. Personal letterwriting on familiar topics is utilized. Passages heard orally may be written in restated form on previously mastered material. Controlled composition is introduced. Directed composition is practiced.

V. Cultural content continues to be integrated with course materials. Topics suggested as suitable for this level are outlined, according to language, in the Appendix.

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Level IV - High School

I. Recommended Emphases

Audio-lingual	25%
Reading	50%
Writing	25%

II. The audio-lingual phase

A. Audio-lingual drill on the few remaining items needed for audio-lingual competency continues through pattern drills and question-answer responses

B. Audio-lingual activity is integrated with the reading. Oral reports on the reading are made

C. Brief, simple reports in the foreign language on salient features of the civilization are made, followed by a brief question-answer period

III. Reading is intensive and extensive. Extensive reading expands. Individual supplementary reading in the foreign language may be required. The reading includes significant literary selections supplemented by selections from books on different subjects which may be used for oral reports on civilization.

IV. Writing continues to emphasize what pupils can say, but includes, progressively, more and more of the forms characteristic of written expression. The writing of structural and other drill patterns as well as exercises based on the reading continues, along with controlled writing and controlled composition. Controls decrease as pupils show ability. Free composition is practiced; compositions are written on civilization topics. Personal letterwriting continues as part of the program.

V. Cultural content combines a review of the salient features of the civilization in the foreign language with individual and class

projects in special fields. Coordinated with the reading and audio-lingual experiences, the topics suggested for special emphasis at this level are outlined, according to language, in the Appendix.

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Level V - High School

I. Recommended Emphases

Audio-lingual	20%
Reading	50%
Writing	30%

II. The audio-lingual phase

A. Audio-lingual activity is integrated with all phases of the course

B. Oral reports are made on cultural topics

C. Conversational topics are reviewed and extended. They include some conversational practice on commercial subjects

III. Intensive reading of classical and contemporary works in different forms is supplemented by a well-organized extensive reading program. Authors selected are essential to a minimum understanding of the epochs. Backgrounds are developed. Attention is paid to style, theme, setting, and historical context. Supplementary reading on civilization topics from books or periodicals is assigned and assumes an important role. Individual reading projects in special fields are undertaken.

IV. The writing of free composition is developed. The expression of the written as well as spoken language becomes important. Exercises on correct structural forms arising from individual or class needs may be provided. Practice is given on reports on the reading; summarizing; paraphrasing; and note-taking in the foreign language from lectures, tapes, and books. Quality and individual expression are stressed.

V. Cultural content emphasizes the study of social backgrounds of the literature, integrated with an overview of history. Contemporary

works may serve as a point of departure for the understanding of the foreign nation of today. Topics suggested for emphasis in the final year of the foreign language sequence are outlined, according to language, in the Appendix.

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ADVANCED PLACEMENT COURSES

Introduction

The course described here is of a college level and is designed for the student gifted in foreign language who intends to seek advanced placement in his freshman year in college by taking the examination given by the Advanced Placement Program. The goals of an advanced placement course are so rigorous that it is not recommended that a school offer such a course unless its students are following the full five-year sequence in the language. In most circumstances, the course would be offered to qualified students in lieu of the fifth-year course under the regular program.

Qualified students should be encouraged to take the Advanced Placement Program examination. It is advisable that they ascertain from the college of their choice the policy of the college in regard to accelerated or advanced placement programs. The fact that a high school student has completed a year's work in an advanced course in high school does not necessarily mean that a college will grant advanced placement or college credit to the student. It should be noted that the examination part of the Advanced Placement Program is open to any student whether or not he has taken a special course.

Selection of Students

There will ordinarily be a very small percentage of the student body capable of undertaking a college-level course in high school. The percentage will vary with the type of community served by the school. It is important that the identification and selection of the able and ambitious pupil in the foreign language field be made as early as possible.

Selection of students for the college-level course should be based on a group of criteria:

1. Teachers who know the students are asked to make recommendations.

2. Those students recommended are invited to apply for the course.

3. Parent consent is usually asked, not only because the course involves a certain outlay of money for numerous inexpensive editions of literary works, but also because the parent who knows best the child's plans and outside schedule can judge whether so demanding a course can be managed.

4. School records are consulted; intelligence quotients, results of standardized tests, attendance records, and relative standing in class are considered.

5. It is especially important that the student's general scholastic achievement be high so that his work in other subjects may not suffer because of the demands of this course.

6. The school would take into account any experience in the language in elementary school.

7. Guidance counselors and teachers are consulted not only on academic standing, but on general adjustment. Factors such as maturity, emotional balance, health, work habits, and home conditions are important.

8. Most important is the factor of eagerness to take the course, not so much for the credit, but to work at a high level.

9. Generally, the student taking this course will have shown readiness for it in various ways. He may have read widely; be familiar with certain of the classics; have had contact with theaters, operas, museums, lectures. In effect, he will be intellectually active and will have begun to be a person of culture.

Selection of Teachers

Teachers as well as students must be specially qualified for this program if it is to be successful.

The selection of the teacher may be governed by:

1. his interest in the program

2. his eagerness to work at the college level

3. the preparation he has had in literature

4. his general command of the language

5. his realization of the need for devoting extra time to this course

6. his enjoyment of reading and appreciation of poetry and literary criticism

Administration of the Course

One practical and effective way to administer this course is the formation of a special class of students screened and qualified for a college-level course.

Another possibility, where registration for such a course is very small, is for neighboring schools to cooperate in forming one class in one of the schools to receive students from the other schools.

A third way, and perhaps the most difficult to carry out, is to place students following the advanced placement course in the regular fifth-year class and provide them with extra assignments and tutorial help. Such students might not necessarily be required to participate in regular fifth-year class work, but might consult with the teacher upon completion of assignments. The student will work in great part under his own initiative and responsibility on his college-level assignments. Naturally, to be successful this arrangement requires frequent individual conferences between teacher and student. It also requires additional preparation by the teacher.

Summary of Activities

I. The audio-lingual phase

A. All aural-oral skills are strengthened to the point where students are fully capable of engaging in a sustained conversation on a general subject.

B. "Platform" talks on topics related to the literature, history, and culture are given. Panel discussions are used.

C. Situations include: "telephone" conversations, role playing, oral presentation of poetry or poetic prose that has been memorized, presentation of short plays or scenes from longer works, listening to lectures by the teacher or by a visiting lecturer who is a native, viewing sound motion pictures, listening to recordings, and visiting advanced classes at neighboring colleges.

D. Note-taking from an oral presentation is an important skill to be practiced.

E. Work in the language laboratory will be largely self-directed by the student in extending, supplementing, and enriching the work of the classroom.

II. Reading ability will be strengthened by experiences in reading extensively and intensively a variety of materials and will include current newspapers and magazines as well as works of literature in a variety of forms -- fiction, essays, poetry, drama, biography, and history. A major emphasis is placed on the study of literature as such. The student develops techniques and skills for critical analysis of literary works. He learns to recognize the authors' main themes and ideas. He becomes aware of the various aspects of style. He gains an understanding and appreciation of form, mood, and emotions, and the means used to evoke the moods and emotions. He becomes aware of subtleties of character through character analysis. Where necessary, the study of a work should bring to bear needed information on the author's life and times, the environmental factors of the time and place in the work itself, and comparisons of the work with others by the author or comparable works of other writers.

A list of some of the authors and works which might form the core of this reading program may be found in a current issue of Advanced Placement Program: Course Descriptions, published by the College Entrance Examination Board.

III. Writing practice is given in various forms such as narration, description of people or places, personal essays, exposition and argumentation. Some imaginative writing may be done, but factual material presented in the forms of description, exposition or argumentation, imposes a greater discipline in logical thinking and orderly presentation. Quality and clarity are the goals. Source

themes on a literary or cultural topic are undertaken. Translation from the foreign language into English may be used occasionally as a useful testing device.

IV. Culture is perceived through daily use and study of the language and the literature. Teachers may present talks to the class; films and slides furnish valuable study; visits to museums, restaurants, plays, and concerts are productive cultural contacts. Television and radio provide worthwhile programs. Students may subscribe to a foreign newspaper or magazine. First-hand contact with culture may be obtained through correspondence with foreign students. Near the end of the second semester each student may present a paper which represents individual research on a cultural subject of major interest to him.

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APPENDIX

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APPENDIX "A"

OUTLINE OF
TOPICS FOR CULTURAL CONTENT

FRENCH

Level I - Grade 7

I. INFLUENCES ON AMERICAN CONTEMPORARY LIFE AND HERITAGE

A. Contemporary Culture

1. French products imported (wines, food, perfumes, style, textiles, automobiles, tapestries, glassware, articles de luxe)

B. The American Heritage

1. The role of France in the early discovery and exploration of America

2. Place names in the United States as evidence of early exploration and settlement

3. Areas where French is spoken in the United States and Canada

4. The role of France in the American Revolution: the Battle of Yorktown (Lafayette, Rochambeau and De Grasse, French naval and ground forces)

5. Great Americans of French descent (salient names only, such as Dupont de Nemours, John Jay, Paul Revere, Francis Marion, Gouverneur Morris)

6. Contributions of Frenchmen to the American scene (L'Enfant, Audbon, Houdon, Rodin, Bartholdi)

II. AREA INFORMATION

A. The Geography of France

1. Location in Western Europe

2. The trip to France by boat, by air

3. Climate, boundaries, rivers, mountains, principal cities, principal provinces

B. The Economic Geography of France

1. Principal products and the regions where they are produced (coal, steel and steel products, automobiles, airplanes, aluminum, textiles, wine, chemicals, style, perfumes, arts and crafts)

2. Principal agricultural products (wheat, vegetables, fruits, grapes for wine, sugar beets, livestock, dairy products including cheese, fishing)

3. Importance in western European economy

Level I - Grade 8

I. AREA INFORMATION

A. Home and Family Life

1. Houses and apartments

a. Types of construction, the rooms, walls and gardens, the function of the "square" or "jardin public" in towns

b. The streets and residential areas in city and suburbs

c. The "concierge," the "minuterie" system, the elevators

2. Family life

a. Members of the family; their regard for one another

b. The family meals

c. Family recreational activities

d. Marriage

B. The French Language

1. Latin origins

2. The influences of other languages

3. The French Academy

C. Recreation in France

1. The family as the center of social life

2. The social visit

3. The café as principal meeting place for recreation and conversation

4. The importance of the promenade

5. Theaters, concerts, radio, and television

6. Newspapers, magazines, and books

7. Festivals of music and the dramatic arts

8. The place of sports

9. Government-sponsored lotteries

10. Vacations

11. Resort areas

D. Transportation and Communication

E. The Money System

F. Religion

G. Provinces, Their Products and Principal Cities

II. WELL-KNOWN CUSTOMS AND HOLIDAYS

A. The Café

B. Holidays, such as Noël, Le Jour de l'An, le Quatorze Juillet, Mardi Gras

Level I - High School

I. INFLUENCES ON AMERICAN CONTEMPORARY LIFE AND HERITAGE

A. Contemporary Culture

1. French products imported (wines, food, perfumes, style, textiles, automobiles, tapestries, glassware, articles de luxe)

B. The American Heritage

1. The role of France in the early discovery and exploration of America

2. Place names in the United States as evidence of early exploration and settlement

3. Areas where French is spoken in the United States and Canada

4. The role of France in the American Revolution: the Battle of Yorktown (Lafayette, Rochambeau and De Grasse, French naval and ground forces)

5. Great Americans of French descent (salient names only, such as Dupont de Nemours, John Jay, Paul Revere, Francis Marion, Gouverneur Morris)

6. Contributions of Frenchmen to the American scene (L'Enfant, Audbon, Houdon, Rodin, Bartholdi)

II. AREA INFORMATION

A. The Geography of France

1. Location in Western Europe

2. The trip to France by boat, by air

3. Climate, boundaries, rivers, mountains, principal cities, principal provinces

B. The Economic Geography of France

1. Principal products and the regions where they are produced (coal, steel and steel products, automobiles, airplanes, aluminum, textiles, wine, chemicals, style, perfumes, arts and crafts)

2. Principal agricultural products (wheat, vegetables, fruits, grapes for wine, sugar beets, livestock, dairy products including cheese, fishing)

3. Importance in western European economy

C. Home and Family Life

1. Houses and apartments

a. Types of construction, the rooms, walls and gardens, the function of the "square" or "jardin public" in towns

b. The streets and residential areas in city and suburbs

c. The "concierge," the "minuterie" system, the elevators

2. Family life

a. Members of the family; their regard for one another

b. The family meals

c. Family recreational activities

d. Marriage

D. The French Language

1. Latin origins

2. The influences of other languages

3. The French Academy

E. Recreation in France

1. The family as the center of social life
2. The social visit
3. The café as principal meeting place for recreation and conversation
4. The importance of the promenade
5. Theaters, concerts, radio, and television
6. Newspapers, magazines, and books
7. Festivals of music and the dramatic arts
8. The place of sports
9. Government-sponsored lotteries
10. Vacations
11. Resort areas

F. Transportation and Communication

G. The Money System

H. Religion

I. Provinces, Their Products and Principal Cities

III. WELL-KNOWN CUSTOMS AND HOLIDAYS

A. The Café

B. Holidays, such as Noël, Le Jour de l'An, le Quatorze Juillet, Mardi Gras

Level II - High School

I. AREAS OF THE WORLD WHERE FRENCH IS SPOKEN

II. PARIS

A. Location, general plan, and principal monuments

B. Importance as the capital and center of trade and culture

III. THE HISTORICAL MONUMENTS OF FRANCE

A. In Paris and its environs --

Notre-Dame de Paris, St. Germain-des-Prés, la Sainte-Chapelle, la Madeleine, le Sacré-Coeur, le Louvre, le Palais de Versailles, le Château de Fontainebleau, St. Denis, le Panthéon, les Invalides, l'Arc de Triomphe, l'Opéra, la Tour Eiffel, and others met in conjunction with language learnings

B. In the provinces --

The Roman ruins, the Châteaux of the Loire, Carcassonne, Mont St. Michel, the Gothic Cathedrals, the Shrines at Lourdes and Lisieux, and others met in conjunction with language learnings

IV. HIGHLIGHTS IN EDUCATION

A. The French attitude toward education and educated people

B. Government control of education -- the 17 "academies"

C. Free and compulsory education (until the age of 16 for those children who reach the age of 6 after January 1959; until 14 for all others)

D. Ecoles Maternelles; Ecoles Primaires Elémentaires

E. Various types of secondary education

F. The schoolday in elementary school, in secondary school

G. The examination system for entrance into higher schools

H. La Distribution des Prix; the award system

I. Holidays, sports, and recreational activities

J. The universities and the Grandes Ecoles

K. Special schools for art and technical education

V. FRENCH CUISINE

A. Importance of culinary art in French life

B. Famous French terms and French dishes used the world over

C. Characteristics of French cuisine

D. Breakfast, lunch, and dinner in France; "le goûter"

E. French wines

F. The specialties of local regions

VI. THE METRIC SYSTEM

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Level III - High School

I. HIGHLIGHTS OF HISTORY

A. Early invaders

1. The Celts, Romans, Franks (Goths, Visigoths, Alains, Suèves), and the Normans

2. The ethnic composition of France today as a result of early invasions and later migrations

B. Great Personalities of French History (salient facts only)

1. Vercengetorix, Charlemagne, St. Genevieve, St. Martin of Tours, Charles Martel, Clovis, Hugues Capet, William the Conqueror, Saint Louis, Joan of Arc, Francis I, Henry IV, St. Vincent de Paul, Richelieu, Louis XIV, Colbert, Louis XV, Louis XVI, Marie Antoinette, Napoleon I, Napoleon III, Marshall Foch, Charles de Gaulle

C. Outstanding Events in French History (salient facts only)

1. The Battle of Alesia, the Conversion of Clovis, the Battle of Tours, the reign of Charlemagne, the conquest of England, the Hundred Years' War, the Siege of Orleans, the Renaissance, the Edict of Nantes, the Revolution of 1789, the First Republic, the Empire under Napoleon I, the Revolutions of 1830 and 1848, the Second Republic, the Second Empire, the Third Republic, World War I, World War II, the Fourth Republic, the Fifth Republic

II. HOLIDAYS AND CUSTOMS OF HISTORICAL AND RELIGIOUS SIGNIFICANCE

A. Legal Holidays

January 1, Easter, May 1, Ascension Day, Whitsuntide, l'Assomption, Joan of Arc Day, July 14, November 1, November 11, December 25

B. Other Important Holidays

January 6, Shrove Tuesday, April 1, Mid-Lent, Palm Sunday, Mother's Day, St. Catherine's Day

C. Grape Picking

D. Fairs

E. The Pardons

F. Folk Dances

Level IV - High School

I. THE GOVERNMENT OF FRANCE

A. The Fifth Republic

1. Its form and symbols

2. The President, the Prime Minister and the Cabinet

3. The legislative bodies

4. Local government, its composition and principal officers

B. The Community

1. Important departments, territories, and member states

2. Their relationship to Metropolitan France (general)

3. Products important to French or Western economy

C. The Citizens of France

1. Who they are

2. Voting and taxation

II. THE FRENCH WORKER

A. The French attitude toward work

B. The French "artisan"

C. Trades and professions

D. The industrial worker

1. Hours of work

2. Unions

3. Protection by legislation

E. The agricultural worker

1. The wide ownership of small farms

2. The life of the farmer

F. Social Security benefits (general)

III. FRENCH CONTRIBUTIONS TO CIVILIZATION

A. The Arts (painting, sculpture, architecture)

1. Outstanding painters and their works

2. Important schools of painting (classic, romantic, impressionist, post-impressionist, cubist)

3. Outstanding sculptors and their works

4. Important architects and their contributions (Mansard, Viollet-le-Duc, Le Corbusier)

5. Famous museums and art galleries (Louvre, Art Moderne, Galerie Durand-Ruel)

B. Music

1. Outstanding composers of instrumental music and their works

2. Important composers of operatic or vocal music; the operas and songs

3. The role of France in the development of music; outstanding contributions; the composers and their compositions

a. Until Debussy

b. The Impressionists

c. The group known as "Les Six"

4. State musical groups (Opéra, Opéra Comique, concerts Lamoureux, Pasdeloup, and others)

5. Famous performers and conductors

6. Music in French broadcasting--its influence

7. Popular music and light opera or concert music; famous performers

Level V - High School

I. FRENCH CONTRIBUTIONS TO CIVILIZATION

A. Literature

1. Important French writers and their works

2. The outstanding schools as studied in conjunction with the reading

3. The major literary prizes (Académie, Goncourt, Femina)

4. Nobel prize winners of recent years

B. The Dramatic Arts

1. The outstanding plays and playwrights

2. Molière; Comédie Française

3. The development of motion pictures; inventors, directors, and films internationally known

4. State-subsidized theater groups of dramatic art (Comédie Française, Théâtre National Populaire, regional groups)

C. Science

1. Chemistry --

Lavoisier, Gay-Lussac, Pasteur, Roux

2. Biology and medicine --

Pasteur, Roux, Lamarck, Bernard, Cuvier

3. Mathematics --

Descaries, Pascal, and others of special interest to pupils, such as D'Alembert, Lagrange, Laplace, Poincaré

4. Physics --

Descartes, Pascal, Pierre and Marie Curie, and others of special interest to pupils, such as Coulomb, Ampère, Becquerel, Irène and Frédéric Joliot-Curie, De Broglie

5. Other outstanding scientists --

Champollion, Braille, Bertillon

6. Practical inventions started or developed by France in motors, photography, industrial machines or processes, automotive parts, aviation

7. Salient facts in the development of aviation by the French

8. French atomic science today

9. Modern French research into submarine life

APPENDIX "B"

OUTLINE OF

TOPICS FOR CULTURAL CONTENT

GERMAN

Level I - High School

I. THE INFLUENCE OF GERMAN LANDS ON AMERICAN CULTURE

A. Contemporary Culture

1. German products imported
(Austria, Germany, Switzerland) textiles, handicrafts, chemicals
(Austria, Germany) china, glassware, motorcycles, cutlery
(Austria, Switzerland) sporting goods, shoes
(Germany) musical instruments, toys, radios, optical instruments, cameras, automobiles, ships
(Switzerland) watches and parts, cheese, fancy articles
(Germany, Switzerland) machinery, precision instruments, tools, pharmaceuticals

2. Influences on English language, social customs, cultural pursuits (art, music, theater, cuisine), dress

B. The American Heritage

1. Place names in the United States as evidence of early exploration and settlement

2. Areas where German is spoken in the United States

3. The role of Germans in the American Revolution (the Battle of Oriskany in the Mohawk Valley (General Nicholas Herkimer); Baron von Steuben; Baron de Kalb

4. The role of Germans in the Civil War: German regiment and artillery company under Franz Sigel from Baden, Germany; German-American regiments from various states; Carl Schurz

5. Great Americans and American families of German descent (salient names only such as the Astors, Rockefellers, Roeblings, Admiral Chester Nimitz, Dwight D. Eisenhower, Robert Wagner, Henry Clay Frick)

6. Famous German immigrants: Peter Minuet, Johann Peter Zenger, Charles P. Steinmetz, Walter Damrosch, Johann August Roebling, Carl Schurz, Albert Einstein, Wernher von Braun, Thomas Mann, Albert Gallatin, Max Theiler, Ernest Bloch, Lise Meitner, Otto Preminger, Walter Slezak, Rudolf Bing, Robert F. Wagner, Kurt Weill, Ottmar Mergenthaler.

II. COUNTRIES OF EUROPE WHERE GERMAN IS SPOKEN OR IS THE OFFICIAL LANGUAGE (AUSTRIA, GERMANY, LIECHENSTEIN, SWITZERLAND)

III. THE GERMAN LANDS

A. The Geography of Austria, Germany and Switzerland

1. Location in Europe

2. The trip to German lands by airplane, ship, railroad, and automobile

3. Climate, boundaries, rivers, mountains, principal cities, principal states

B. The Three Capitals

1. Locations, general layout, principal attractions

2. Their importance as capitals and cultural centers

C. The Economic Geography of the German Lands

1. Principal industrial products and the regions where they are produced (coal, steel, steel products, automobiles, motorcycles, ships, aluminum, textiles, chemicals, pharmaceuticals, watches, leather goods, toys, printed matter, china, clocks, glass, wine, beer. precision machinery and instruments, cameras, optical products)

2. Principal agricultural and forest products: milk, butter, cheese, rye, wheat, oats, corn, vegetables, grapes, fruit, livestock, meat and meatfats, eggs, fish, wood and wood products

3. Importance in European economy

D. Widely-known Social Customs

1. The Kaffeehaus (cafe), Restaurant, Weinstube, and Stammtisch as social meeting places; the coffee hour

2. Holidays, such as Weihnachten, der Nikolaustag, Sylvester, Pfingsten, Karneval, Fasching, Fastnacht

IV. THE GERMAN WAY OF LIFE

A. Home and Family Life in the German Lands

1. The physical environment.

a. Houses and apartments

(1) Types of construction (stone, wood), rooms, walls, and gardens, function of the Marktplatz or Anlage in towns

(2) The streets and residential areas in cities and suburbs; Schrebergarten

b. Historical heritage: town walls, castles, cathedrals, churches, ancient houses, town halls monuments

c. Intensive use of rural land for agriculture, animal husbandry and forestry; the Stadtwald

2. Family life

a. Members of the family; their regard for one another

b. The family meals

c. Family recreational activities

d. Courtship and marriage

3. Recreation

a. The family as the center of social life; stress on children, handicrafts

b. The social visit

c. The Kaffeehaus and Gastwirtschaft as principal meeting places for recreation and conversation

d. Theaters, opera, concerts, radio and television

e. Newspapers, magazines and books

f. The place of sports, hiking, and excursions

g. The government-sponsored and controlled lotteries

h. Music and the dramatic arts: festivals, amateur participation in the home, school, village and city club

i. The vacation (mountains, seashores, camping sites)

j. Resort areas and spas

B. Transportation and Communication

C. The Money Systems

(Austria) Schilling (Switzerland) Franken

(Germany) Deutschmark

D. Religion

Level II - High School

I. THE GERMAN WAY OF LIFE

A. Education in the German Lands

1. The German attitudes towards education and educated people

2. Government control of education in Austria through Bundesministerium für Unterricht

3. State and district control of education in Germany and Switzerland

4. Schools and schooling

a. Austria

Age 6 to 14/16 or 8 school years

4 years Volksschule (free and compulsory)

4 years Hauptschule or Sonderschule (free and compulsory)

Tuition schools: most trade-vocational schools; all academic high schools

b. Germany

Age 6 to 16/19 or 10-13 school years

Track I, 8 years Volksschule plus 4 years Berufsschule (part time, while learning a trade; free and compulsory)

Track II, 4 years Volksschule plus 6 years Mittleschule (free and compulsory)

Track III, 4 years Volksschule (free and compulsory), plus 9 years Gymnasium or höhere Schule (3 types)

c. Switzerland

Age 6/7 to 15/16 or 8-9 years; 4-5 years lower primary school (Primarschule) (free and compulsory)

3-4 years upper primary school (free and compulsory)

Tuition schools: academic secondary, 8 years, 4-5 years Primarschule

Commercial/technical secondary schools: 3-4 years after 8-9 years Primarschule

5. The Kindergarten

6. The Volksschule, 8 years Germany, 4 years (Austria) followed by Hauptschule for 4 years (Austria); the Primarschule 8-9 years (Switzerland)

7. Various types of secondary education (separation of boys and girls) Sekundarschulen (Switzerland) Gymnasien (Austria, Germany, Switzerland), Mittelschulen (Austria, Germany)

8. The school day in elementary and secondary schools (6 days from 8/8:30 a.m. to 12/1:30 p.m.)

9. The examination system for entrance into higher schools: Reifeprüfung/Abitur (Austria, Germany), Matura/Maturität (Austria, Switzerland), Baccalaureat (Switzerland)

10. Holidays, sports, recreational activities in schools

11. Adult education: Volkshochschule (Austria, Germany), branches of vocational schools and universities (Switzerland)

12. The universities and the Technische Hochschulen

13. Special schools for art and technical education (Kunstakademien and Technikums)

B. Holidays and Customs in the German Lands

1. The legal holidays:
(Austria, Germany, Switzerland) New Year's Day, Good Friday, Easter Sunday, Christmas (Dec. 25), Whitsunday

(Austria, Germany) Christmas (Dec. 26), Easter Monday, Labor Day (May 1), Ascension Day, Whitmonday

(Austria, Switzerland) Assumption Day (also in Bavaria)

(Austria) Austrian Flag Day (Oct. 26)

(Germany) Tag der Einheit (June 17)

(Switzerland) National holiday (August 1), Federal Day of Atonement and Prayer (Thanksgiving: third Sunday in September)

2. Other important holidays which are legal in certain states only

Epiphany, Corpus Christi, All Saint's Day, Immaculate Conception, Advent

3. Grape picking (wine harvest)

4. The fairs (industrial and local)

5. Carnivals (Fasching, Fastnacht, Karneval, Kirmes, Weihnachtsmarkt)

6. The folk dances

II. HIGHLIGHTS IN THE HISTORY OF THE GERMAN LANDS

A. The Original Inhabitants in the Present German Language Area

1. Germanic tribes in the North and Northeast

2. Celts (Kelten) in the South and Southwest

3. Slavs in the East

B. The Early Invaders and the Germanic Migrations

1. The Romans (invaded Celtic regions)

2. The Slavs and the Asian invaders, such as the Mongols, Magyars, and the Huns

3. The Germanic migrations: The Alemanni, Franks and Bavarians who moved into the Celtic area, pushing out the Romans; the Frisians, Thuringians and Saxons, who remained in the North

4. The ethnic composition of the Germanic nations today as a result of early invasions; the Germanic migrations and later conquests

C. Leading Personalities of German History (salient facts only)

1. Common German rulers: Charles the Great (Charlemagne), Otto the Great, Frederick Barbarossa, Rudolf von Habsburg

2. Separation of the three German lands, each one following its own national interest

a. Austria

Rudolf von Habsburg (kept the duchy of Austria in his family); Duke Rudolph IV, founded the University of Vienna, which he expanded to join with his family property in Switzerland; Emperor Maximilian I, the "Last Knight," brought Austria to new heights in the late 15th and early 16th centuries; Charles V (1519-56) expanded Austria to include Bohemia and Hungary; Maria Theresa, first Empress of Austria; Andreas Hofer, national hero, fought Napoleon; Franz I, Emperor of Austria, abdicated the title of "Emperor of the Holy Roman Empire of the German Nation" in 1806; Prince Metternich and the Congress of Vienna; Franz Josef I, Archduke Franz Ferdinand; Dr. Engelbert Dollfuss; Dr. Karl Renner; General a. D. Korner; Ing. Julius Raab; Ing. Leopold Figl

b. Germany

Rudolf von Habsburg, chosen as emperor in 1273, Habsburg dynasty rules Germany without interruption from 1438-1740 (1806); Friedrich von Hohenzollern received the Mark Brandenburg in 1415; Martin Luther (1483-1546) started the German Reformation; Frederick the Great made Prussia a great power; Baron von Stein brought about the great Prussian reforms of 1808; Karl Marx (1818-83); Furst Otto von Bismarck; King William of Prussia proclaimed Emporer William I of the German Reich; William II (1888-1918); Friedrich Ebert and General von Hindenburg, Presidents of the Weimar Republic; Gustav Stresemann; Adolf Hitler; Konrad Adenauer

c. Switzerland

Rudolf von Erlach, early leader of Bernese troops during Bern's expansion; Adrian von Bubenberg, who defeated Charles the Bold, Duke of Burgundy, at Morat; William Tell, national hero, depicting the will to independence; Hans Waldmann, Burgomaster of Zurich and great military leader in the war against Charles the Bold (1476-77); Cardinal Schinner's defeat at Mangnano (1515) leading to Swiss withdrawal from the war, the first step toward neutrality; Ulrich Zwingli, who began the Swiss Reform Movement in Zurich (1519); Jean Calvin and Farel, leaders of the Reform Movement in Geneva; Rudolf von Wettstein, Burgomaster of Basel, who represented the Swiss Federation in the peace conference of Westphalia (1648), which recognized Swiss independence; General Dufour, who suppressed the activities of the Catholic Sonderbund in 1847 and restored internal peace to Switzerland; Henri Dunant, founder of the International Red Cross

D. <u>Outstanding Events in German History</u> (salient facts only)

1. General

The Germanic migrations; the crowning of Charlemagne by Pope Leo III in 800; the establishment of the Karolingische Mark (Austria) in 803; the Carolingians (768-919); the Saxons (919-1029) including Otto the Great; the Franconians (1029-1150); the Hohenstaufens (1150-1254) including Frederick Barbarossa; colonization of the lands east of the Elbe (1200-1400) by the Deutschritterorden

2. Specific by countries

a. Austria

Establishment of the Karolingische Mark in 803 as a safety zone against the Magyars; reestablishment by Otto the Great in 955; house of Babenberg receives the Ostmark in 976; Rudolf von Habsburg takes over the

Babenberg holdings; era of Austrian expansion by marriage to include Burgundy, Spain, Spanish possessions in America, Bohemia, and Hungary (15th and 16th centuries); the Turkish invaders are defeated near Vienna in 1529 and again in 1683; reforms under Joseph II; European politics directed by Prince Metternich; the Congress of Vienna and the Holy Alliance; the Revolution of 1843 (downfall of Metternich); the war with Prussia (1866); "Ausgleich" of 1867 results in the establishment of the Dual-Monarchy (Austria-Hungary); occupation of Bosnia and Herzegowina (Congress of Berlin, 1878); annexation of Bosnia and Herzegowina in 1908; assassination of Archduke Francis Ferdinand (1914); World War I; the First Republic; Anschluss (1938); the Second Republic; the peace treaty of 1955; Austrian declaration of neutrality (1955)

b. Germany

Rise of feudalism; rise of the Hanseatic cities (about 1350); establishment of the "Mark Brandenburg" in 1415; the house of Hohenzollern; Martin Luther's Reform Movement; the Thirty Years' War (1618-48); the rise of Prussia; the Seven Years' War (1756-63); collapse of the First German Empire (1806); formation of the "Deutscher Bund" under Prussian leadership in 1815 after Napoleon's defeat; uprisings of 1830 and 1848; war between Prussia and Austria (1866); the rise of Chancellor Bismarck; Franco-Prussian War (1870-71); unification of Germany and founding of the Second Empire (1871); World War I; Weimar Republic; Nazi Germany and World War II, division into the so-called "Democratic Republic" and the Federal Republic of Germany

c. Switzerland

Independence from the Holy Roman Empire is achieved in the Swabian War of 1499; confederation expands to 13 states in 1513; military collapse, under Cardinal Schinner (1515), was the first step towards neutrality; reformation brings internal conflicts (four religious wars between 1529-1712); Treaty of Westphalia recognizes Swiss independence; confederation grows to 22 states (1815), each with equal status; new Federal Constitution adopted (1848); the International Red Cross Society is formed (in 1864); League of Nations establishes its permanent headquarters in Geneva; London declaration of 1920 recognizes permanent Swiss neutrality

III. HISTORICAL BUILDINGS AND MONUMENTS

A. In Austria

Examples: Stephansdom, Schloss Belvedere, Schönbrunn, Innsbrucker Hofkirche

B. In Germany

Examples: Kölner Dom, Brandenburger Tor, Niederwalddenkmal

C. In Switzerland

Examples: Rathaus zu Basel; Reformationsdenkmal zu Genf; Chillon, International Postal Union

Level III - High School

I. THE GOVERNMENTS OF GERMAN LANDS

A. The Federal Republics of Austria, Germany, and Switzerland

1. Forms and symbols

2. The President (Austria, Germany, Switzerland); the Chancellor (Austria, Germany), the Federal Council (Switzerland), the Cabinet (Austria, Germany)

3. The legislative bodies (lower and upper houses)

a. Austria - Nationalrat, Bundestag

b. Democratic Republic of Germany - Volkskammer, Länderkammer

c. Federal Republic of Germany - Bundestag, Bundesrat

d. Switzerland - Nationalrat, Ständerat

4. Local and state governments, their composition and principal officers

B. The Citizens of German Lands

1. Their constitutional rights and privileges

2. Voting and taxation

II. GERMAN CONTRIBUTIONS TO THE ARTS

A. The arts (painting, sculpture, architecture)

1. Outstanding painters and their works

2. Outstanding sculptors and their works

3. Outstanding architects and their achievements

4. Famous museums and art galleries

B. Music

1. Outstanding composers of instrumental, operatic, and vocal music, and their works

2. Famous performers and conductors

3. Popular music and light opera or concert music

4. State subsidized musical groups

5. Music in German broadcasting -- its influence

6. Music festivals: Salzburger Festspiele, International Music Festival in Lucerne, Richard Wagner Festival in Bayreuth and others

III. THE GERMAN WORKER

A. Attitude toward work

B. Professions

C. Trades

D. The industrial worker and artisan

1. Hours of work

2. Unions

3. Legal protection by legislation

4. Pensions and health benefits

E. The agricultural worker

1. The wide ownership of small, productive farms

2. The life of the farmer

F. Social security (general)

IV. GERMAN CUISINE

A. Characteristics of German cooking

B. The typical meals in the German nations

C. Wines and beers

D. Specialties of local regions

E. Well-known dishes and baked goods

Level IV - High School

I. GERMAN CONTRIBUTIONS TO THE ARTS

A. Literature

1. Important German writers and their works

2. Main currents of German literature as studied in relation to the reading

3. Nobel prize winners

B. The Dramatic Arts

1. The outstanding plays and playwrights

2. The development of motion pictures; well-known directors, actors, and films

3. State subsidized theater groups of dramatic art under the separate states

II. GERMAN CONTRIBUTIONS TO THE SCIENCES

A. Chemistry: development of agricultural chemistry; metallurgy, synthesis of organic matter, aniline dyes; synthetic materials; nuclear science

B. Biology and medicine: research in bacteriology; laws of inheritance; techniques in surgery; immunity and serum therapy

C. Mathematics: differential calculus; functions; calculators

D. Physics: spectral analysis; conservation of energy, research in atomic structure; theory of relativity; quantum theory; optics; X-rays; radio; astronomy; electromagnetism

E. Practical inventions started and/or developed by nationals in German-speaking lands in motors, photography, industrial machines or processes, automotive parts; aviation

F. Modern German research: development of rockets; space studies

APPENDIX "C"

OUTLINE OF

TOPICS FOR CULTURAL CONTENT

RUSSIAN

(To be developed.)

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APPENDIX "D"

OUTLINE OF

TOPICS FOR CULTURAL CONTENT

SPANISH

Level I - Grade 7

I. SPANISH AMERICA IN THE CONTEMPORARY WORLD

A. The Importance of the Spanish Language

1. The countries of the world where Spanish is the official language

2. Spanish place names in the United States

3. Spanish words used in English

4. Spanish words used to reflect Hispanic customs or cultural patterns adopted by Americans

a. In architecture and furniture

b. In music and the dance

c. In food and dress

d. In sports and other areas

5. The wide use of Spanish in the southwest, and other areas

6. The need for a knowledge of Spanish

a. For international understanding

b. For cultural contributions

c. For travel

d. For vocational use

B. The Influence of Spain on Life in the United States

1. In the history of the New World

2. As an ally on the world scene

3. As the source of outstanding cultural contributions

C. The Relationship of Spanish America to the United States

1. In hemispheric solidarity

a. Important contributions of the United States in the struggle for independence

b. The Monroe Doctrine

c. The Good Neighbor Policy

d. The Organization of American States

2. The presence of Spanish-speaking peoples in the United States

a. Mexicans

b. Puerto Ricans

c. Cubans

3. Proximity for travel

4. Cultural contributions

5. In trade and as a source of important commodities

II. AREA INFORMATION ON SPANISH AMERICA

A. The Countries

1. Mexico

2. The Antilles: Cuba, Puerto Rico, the Dominican Republic

3. Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama

4. South America

Northern nations - Venezuela and Colombia

West Andean nations - Ecuador, Peru, Chile, Bolivia

Nations of the Rio de la Plata - Argentina, Uruguay, Paraguay

B. Geography

1. Location and size

a. Comparative continental size and location

b. Comparative size of countries (general)

c. Important boundaries

2. Capitals and other major cities

3. Chief rivers

   a. Three river systems of Spanish America

   b. Other important rivers

4. Chief mountain ranges

5. Chief mountain peaks (Aconcagua, Chimborazo, Illimani, Orizaba, Popocatapetl, Istaccihuatl)

6. Climate

   a. The three climate zones

   b. The effects of altitude, trade winds, and the Humboldt current

   c. Seasons in South America

C. Economic geography

1. Principal product or products of each country

2. Important natural resources

Level I - Grade 8

I. AREA INFORMATION ON SPANISH AMERICA

A. Geography

1. Effects of topography on transportation

   a. Pan-American highway

   b. Use of animal transport

   c. Limitations on railroads and shipping

   d. Need for air travel

2. Unexplored land

3. Landscapes

   a. Cities, towns, villages (streets, squares, shops, homes, public buildings, churches, schools, the market place)

   b. Rural (plains, mountains, forests, jungles, haciendas, and estancias)

c. Architectural contrasts (Spanish, modern, primitive)

4. Special points of interest

a. Mexico City: Paseo de la Reforma, Parque Chapultepec, Palacio de Bellas Artes, Universidad de México, Catedral de Santa María de Guadalupe

b. Havana: Castillo del Morro, Teatro Blanquita, el Malecón

c. Buenos Aires: Plaza de Mayo, Avenida del 9 de Julio

d. Argentina: pampas, ombú, Patagonia, Catarata del Iguazú

e. Ecuador: Islas Galápagos, Quito

f. Venezuela: Lago de Maracaibo, llanos, Caracas (Plaza Bolívar)

g. Chile: Desierto de Atacama, Tierra del Fuego, Islas Juan Fernández, Isla de Pascua

h. Bolivia: Lago Titicaca

B. Population, as it affects cultural understanding of countries or areas

1. Approximate population figures

2. Ethnic composition

a. Mixed ethnic composition of many countries

b. Countries predominantly white, mestizo or Indian

c. Place of Negro, mulatto, zambo

d. Other nationals (Germans, Italians and other Europeans; Syrians, Japanese, Chinese

e. Racial attitudes

3. Indian groups

Aztec, Maya, Inca, Quechua, Aymará, Araucanian, Carib, Guaraní, Chibcha, and others

C. Cultural patterns

1. Family life (general)

a. Close family unity

b. Large families

c. Position of women

d. Courtship and marriage

2. Dress (some characteristic patterns)

a. Sarape, rebozo, poncho, huaraches, ruana

b. Sombrero, sombrero ancho, sombrero de jipijapa, chupalla

c. China poblana, charro, gaucho, huaso, llanero

d. Pajama-like costume of coarse cotton

e. Spanish dress: mantilla, peineta, faja

f. Formality of Western dress in the middle and upper classes (particularly the use of tie and suitcoat)

3. Sports

a. Corridas de toros, futbol, beisbol, basquetbol, frontón, rodeos, natación, charreadas, riñas de gallo, boxeo, esquí

4. Recreation

a. Parties: family parties (anniversaries, birthday, christening, farewell)

b. Music and dancing: fiestas, the paseo, the confitería in Buenos Aires

c. Bathing

5. Music

a. Instruments: marimba, guitar, maracas, güiros, tiple, claves, quena, others

b. Song and dance rhythms

Cuba: rumba, mambo, conga, habanera

Dominican Republic: merengue

Mexico: jarabe tapatío, danzón, son

Argentina: tango

Colombia: bambuco, pasillo, torbellino

Venezuela: joropo

Chile: cueca or zamacueca

Peru: yaraví, marinera

c. The mariachi singers of Mexico

d. Well-known revolutionary or folk-songs

e. Other well-known song and dance rhythms

6. Holidays

a. January 1, January 6, el Carnaval, Easter, November 1 and 2, Christmas celebrations

b. October 12, Independence Day (selected countries)

c. Pan-American Day, April 14

7. Religion - predominantly Roman Catholic

8. Typical foods and beverages

9. Customs widely known (siesta, fiesta, asado in Argentina)

10. Occupations (general)

a. Agricultural, mining, industrial, commercial (in different countries)

b. Craftsmen, professionals, artists

c. Terms widely known (gaucho, charro, llanero, vaquero, huaso)

11. Education

a. Provision for preschool, elementary, secondary education

b. Compulsory education age (generally 14)

c. Higher education

(1) Earliest universities in the Western hemisphere (Universities of Mexico, San Marcos, Chile)

(2) Prevalence of universities

d. Problems in enforcing compulsory education

e. Illiteracy

12. Transportation

a. Urban (automobile, bus, trolley car, subway)

b. Rural (ox-cart, llama, guanaco, burro, horse, automobile)

c. General (air, sea, rail, automotive)

d. Importance of air travel due to difficulties of overland transportation

13. Communication

a. Large urban areas

b. Other areas

14. Currency in important countries studied (peso, colón, sol, guaraní, boliviano, quetzal, and others)

15. Language

a. Chief differences from Castilian

b. Some variations in vocabulary and expression among the Spanish-speaking nations

c. Persistence of Indian languages (chiefly Quechua, Aymará, and Guaraní)

16. Names of nationals in countries studied (venezolano, chileno, argentino, colombiano, guatemalteco, and others)

17. Remains of pre-Columbian civilizations (San Juan Teotihuacán, Machu Picchu, Sacsahuaman, Cuzco, Chichén Itzá)

Level I - High School

I. SPANISH AMERICA IN THE CONTEMPORARY WORLD

A. The Importance of the Spanish Language

1. The countries of the world where Spanish is the official language

2. Spanish place names in the United States

3. Spanish words used in English

4. Spanish words used to reflect Hispanic customs or cultural patterns adopted by Americans

a. In architecture and furniture

b. In music and the dance

c. In food and dress

d. In sports and other areas

5. The wide use of Spanish in the southwest, and other areas

6. The need for a knowledge of Spanish

   a. For international understanding

   b. For cultural contributions

   c. For travel

   d. For vocational use

B. The Influence of Spain on Life in the United States

1. In the history of the New World

2. As an ally on the world scene

3. As the source of outstanding cultural contributions

C. The Relationship of Spanish America to the United States

1. In hemispheric solidarity

   a. Important contributions of the United States in the struggle for independence

   b. The Monroe Doctrine

   c. The Good Neighbor Policy

   d. The Organization of American States

2. The presence of Spanish-speaking peoples in the United States

   a. Mexicans

   b. Puerto Ricans

   c. Cubans

3. Proximity for travel

4. Cultural contributions

5. In trade and as a source of important commodities

II. AREA INFORMATION ON SPANISH AMERICA

A. The Countries

1. Mexico

2. The Antilles: Cuba, Puerto Rico, the Dominican Republic

3. Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama

4. South America

Northern nations - Venezuela and Colombia

West Andean nations - Ecuador, Peru, Chile, Bolivia

Nations of the Rio de la Plata - Argentina, Uruguay, Paraguay

B. Geography

1. Location and size of countries

2. Capitals and other major cities

3. Chief rivers

4. Chief mountain ranges

5. Chief mountain peaks (Aconcagua, Orizaba, Popocatapetl)

6. Climate

a. The three climate zones

b. The effects of altitude

C. Economic Geography

1. Principal product of each country

D. Cultural Patterns

1. Family life (general)

a. Close family unity

b. Large families

2. Dress (some characteristic patterns)

a. Sarape, rebozo, poncho, huaraches

b. Sombrero

c. China poblana, charro, gaucho

d. Pajama-like costume of coarse cotton

3. Sports

a. Corridas de toros, futbol, beisbol, basquetbol, frontón, rodeos

4. Recreation

   a. Parties

   b. Music and dancing: fiestas, paseo

   c. Bathing

5. Music

   a. Instruments: marimba, guitar, maracas

   b. Song and dance rhythms

      Cuba: mambo, rumba, conga

      Mexico: jarabe tapatío

      Argentina: tango

   c. Well-known revolutionary or folk songs

6. Holidays

   a. January 1, January 6, Christmas celebrations

   b. October 12

   c. Pan-American Day, April 14

Level II - High School

I. AREA INFORMATION ON SPAIN

   A. Geography

      1. Location in Western Europe

      2. Boundaries, mountain ranges, the Meseta Central, principal rivers, principal regions, main cities

      3. Principal provinces

      4. Climate in different regions

      5. Landscapes in important regions

   B. Economic geography

      1. Principal products

      2. Occupations

C. Ethnic composition of the Spanish people

1. In northern Spain (by regions)

2. In central Spain

3. In southern Spain

D. Language

1. Origins of Spanish

2. Castilian

3. Other languages (catalán, gallego, éuscaro)

E. Transportation and communication (general features)

F. Currency

G. Daily life in Spain

1. Education

a. Compulsory primary education in public and church schools

b. Secondary education (instituto)

c. Higher education (universidad)

2. Religion and its importance in Spanish life

3. Holidays

a. Religious holidays: Navidad (Nochebuena, Misa del Gallo, Villancicos, Nacimiento); Día de los Reyes Magos; Carnaval; Semana Santa (Pasos, Cofradías, Domingo de Ramos, Pascua Florida); Verbena, Romería; Día de Todos los Santos; Día de los Difuntos

b. National holidays: el dos de Mayo, el Día de la Raza

4. Dress

a. Contemporary urban and rural dress

b. Regional dress

c. Important terms: mantilla, mantón, peineta, faja, boina, alpargatas

5. Foods and meals

a. Typical dishes: cocido, arroz con pollo, bacalao, mazapán, turrón, chocolate, horchata, azucarillo, paella

b. Typical foods taken at each meal

c. Hours at which meals are taken

6. Spanish naming system

7. The celebration of "name days" instead of birthdays (el día del santo)

8. Spanish homes

a. Architecture (patio, zaguán, reja, azulejo)

b. Hospitality

9. Family life and its importance

10. Social life and social customs

a. Recreation (el café, el casino, el ateneo, la tertulia, la lotería, el paseo, la velada)

b. Courting (la dueña, pelando la pava, haciendo el oso)

11. Sports

a. La corrida de toros (plaza de toros, torero, picador, banderillero, matador, momento de la verdad)

b. La pelota vasca

c. El futbol

d. Other sports

12. Regional rhythms and dances

a. Andalucía (el fandango, la sevillana, el bolero, el jaleo, la malagueña)

b. Other regions (Cataluña - la sardana; Galicia - la muiñeira; Aragón - la jota; la Mancha - la seguidilla; las Provincias Vascongadas - la ezpatadantza)

c. General - el paso doble

13. Musical instruments (castañuelas, guitarra, pandereta, gaita)

Level III - High School

I. THE HISTORICAL DEVELOPMENT OF SPAIN AND SPANISH AMERICA

A. The Historical Development of Spain

1. Outstanding historical events

The Iberians; the first invaders and principal settlements (Celts, Phoenicians, Greeks, Carthaginians, Romans); Sagunto; Numancia; Spain under the Romans (contributions to Spanish civilization and Roman remains in Spain); the Northern invaders (Suevians, Alans, Vandals, Visigoths); the Moslem conquest; Mohammedan Spain (learning, tolerance, wealth, art, industry, monuments); the Reconquest (las Navas de Tolosa, Covadonga, Valencia); the defeat at Granada; expulsion of the Moors; expulsion of the Jews; the Spanish Inquisition; the discovery of America; the transmission of learning to the West; the Golden Age; the Battle of Lepanto; the defeat of the Spanish Armada; the War of Spanish succession; Spain under the Bourbons; the invasion by Napoleon; el dos de Mayo; the loss of the colonies; the first Carlist War; the Spanish-American War; the Second Republic; the Civil War of 1936-39; the present government

2. Outstanding historical personalities

Hannibal; Scipio Africanus; Spaniards who became great Romans (emperors - Hadrian, Marcus Aurelius; Romans of culture - Martial, Lucan, the Two Senecas); Santiago; Saint Isidore; Rodrigo the Visigoth; Tarik; Abderraman I; Pelayo; Rodrigo (Ruy) Díaz de Vivar; Alfonso el Sabio; Maimónides; Boabdil; Fernando e Isabel; Cristóbal Colón; Carlos V; Felipe II; Ignacio de Loyola; Felipe V; Carlos III; Fernando VII; José Bonaparte; Alfonso XIII; Primo de Rivera; Francisco Franco

B. The Historical Development of Spanish America

1. Outstanding historical events

Discovery and exploration of the New World; the "Line of Demarcation"; the conquest of Mexico and Peru (Toltecs, Aztecs, Mayas, Incas); the exploration of the Orinoco and the legend of El Dorado; settlements in the New World; the establishment of missions; the rule by vice-royalties; Contratación and the Consejo de Indias; the establishment of social and cultural institutions; exploitation of resources and natives for the mother country; the filibusteros and the Spanish Main; the position of the "Criollos" under Spain; the struggle for independence in Mexico, South America, Central America and the Caribbean; the Monroe Doctrine; the Mexican War of 1848; the Pan-American Union; the Organization of American States; present developments as they arise from current events

2. Outstanding historical personalities

a. Explorers and conqueros

Colón, Balboa, Ponce de León, Velázquez, de Solís, Cabeza de Vaca, de Soto, Magallanes, Coronado, Cortés, Pizarro, Valdivia

b. Native chieftains

Moctezuma, Atahualpa, Huascar, Caupolicán

c. Humanitarians

Bartolomé de las Casas, Junípero Serra

d. Revolutionaries

Padre Hidalgo, José Morelos, Francisco Miranda, Simón Bolívar, José de San Martín, Bernardo O'Higgins, José Martí, Admiral Cochrane, General Sucre, Benito Juárez (Pancho Villa, Zapata)

e. Dictators

Emperor Maximilian, Porfirio Díaz, Juan Rosas, Vicente Gómez, Fulgencio Batista, Juan and Eva Perón, Trujillo

f. Other outstanding personalities

Level IV - High School

I. CONTRIBUTIONS OF SPANISH AMERICA TO WESTERN CIVILIZATION

A. Painters

1. Mural painters: Diego Rivera, José Clemente Orozco, David Siqueiros, Carlos Mérida

2. Gaucho painters: Cesáreo Quiros

3. Other painters: Tito Salas, Jorge Sabogal, Tamayo

B. Music

1. Popular and folk music and the dance

2. Composers

a. Classical music

Carlos Chávez: Sinfonía india
Ernesto Lecuona: La Malaguena, Andalucía

b. Popular music

Manuel Ponce: Estrellita
Osmán Pérez Freire: Ay, Ay, Ay
Agustín Lara: Mexican songs
Ernesto Lecuona: Siboney
Others

3. Performers

a. Singers

Tito Guizar - Mexico
Yma Sumac - Peruvian melodies
Ramón Vinay - Chilean tenor
Graciela Rivera - Puerto Rico
Pedro Vargas - Mexico

b. Instrumentalist

Claudio Arrau - Chilean pianist

c. Ballet dancer

Alicia Alonso - Cuba

C. Actors

1. In American productions: José Ferrer, Dolores del Río, Dosi Arnaz, Lupe Vélez, César Romero, Fernando Lamas, Rita Moreno, and others

2. In Mexican productions: Cantinflas, María Félix, Arturo de Córdoba, Jorge Negrete, Pedro Armendáriz, and others

II. CONTRIBUTIONS OF SPAIN TO WESTERN CIVILIZATION

A. Painting, Sculpture, and Architecture

1. Prehistoric

a. The caves of Altamira

b. La Dama de Elche

c. Other traces of prehistoric art at Mérida, Andalucía, and other sites along the Mediterranean coast

2. Roman remains

a. The acqueduct at Segovia; at Tarragona

b. The Alcántara bridge at Cáceres

c. Roman roads

d. At Mérida, Numancia, Ampurias

3. The Middle Ages (selected paintings and monuments)

   a. Cathedrals: Burgos, León, Toledo, Sevilla, Santiago de Compostela

   b. Moorish structures: La Mezquita de Córdoba, la Giralda, la Alhambra, el Alcázar de Sevilla, el Generalife, las Sinagogas de Toledo, el Miguelete

   c. Mudejar art (decorative archways, glazed tile, horseshoe arch, carved and painted ceilings)

4. The Renaissance

   a. Painters: El Greco, Luis de Morales, Luis de Vargas

   b. Handicrafts: Plateresque style in decoration

5. The Golden Age

   a. Painters: Velázquez, Murillo, Zurbarán, José de Ribera

   b. Handicrafts: Azulejos, the pottery of Talavera, raised embroidery

6. The Eighteenth Century

   a. Painter: Francisco Goya

7. The Nineteenth Century

   a. Painters: Ignacio Zuloaga, Joaquín Scrolla

   b. Architect: Antonio Gaudí

8. The Twentieth Century

   a. Painters: Pablo Picasso, José María Sert, Salvador Dali, Juan Gris, Juan Miró

   b. Sculptors: Mariano Benlliure, Mateo Hernández, Pablo Gargallo

B. Music

1. The zarzuela

   a. Its origin at La Zarzuela of Felipe IV

   b. Fiestas de zarzuela

   c. Composers of zarzuelas: Domenico Scarlatti, Joaquín Valverde, Asenjo Barbieri, Tomás Bretón (La Verbena de la Paloma), Roberto Chapí (la Revoltosa)

2. Composers

   a. Issac Albéniz: Iberia, Triana, El Albaicín

   b. Enrique Granados: Goyescas

   c. Manuel de Falla: El Amor Brujo, El Sombrero de Tres Picos, El Retablo De Maese Pedro

   d. Joaquín Turina: La Procesión del Rocío

3. Performers

   a. Instrumentalists: Pablo de Sarasate (violinist); Pablo Casals (violincellist); José Iturbi (pianist); Andrés Segovia (guitarist); Carlos Montoya (guitarist)

   b. Singers: Victoria de los Angeles, Lucrezia Bori, Raquel Meller, Miguel Fleta

   c. Dancers: Vicente Escudero, Carmen Amaya, José Greco, Antonio, Antonia Mercé (la Argentina), Encarnación Lopez (la Argentinita)

Level V - High School

I. CONTRIBUTIONS OF SPANISH AMERICA TO WESTERN CIVILIZATION

A. Literature

1. The period of discovery and exploration

   a. The writings of the discoverers and explorers (Cristóbal Colón, Hernán Cortés, and others)

   b. Bernal Díaz del Castillo "Real y verdadera historia de la conquista de la Nueva España"

   c. Fray Bartolomé de las Casas, "Historia de las Indias"

2. The colonial period

   a. Alonso de Ercilla, "La Araucana"

   b. Garcilaso de la Vega (El Inca) "Comentarios reales"

   c. Juan Ruiz de Alarcón (Dramas)

   d. Sor Juana Inés de la Cruz (Poesías y ensayos)

3. The period of independence (1800-30)

   a. José Joaquín Fernández de Lizardi, "El periquillo sarniento"

b. José Joaquín de Olmedo, "Canto a Bolívar"

c. José María Heredia, "Poesías"

d. Andres Bello, "Gramática castellana," "Silvas americanas"

4. The romantic movement (1830-60)

a. Domingo Faustino Sarmiento, "Facundo Quiroga"

b. José Mármol, "Cantos de peregrino," "Amalia"

c. Juan León Mera, "Cumanda"

d. Jorge Isaacs, "María"

e. Ignacio Manuel Altamirano, "Clemencia," "El zarco"

5. Period of organization (1860-90)

a. Ricardo Palma, "Tradiciones peruanas"

b. José Hernández, "Martín Fierro"

c. Juan Montalvo, "Ensayos"

6. Modern poets (1890-1920)

a. José Martí

b. Julian del Casal

c. Manuel Gutiérrez Nájera

d. José Asunción Silva

e. Rubén Darío

f. José Santos Chocano

g. Gabriela Mistral

7. Modern novelists and prose writers

The following list of authors and their works are suggestions. Other works of literary merit, such as those of de Hostos, Amado Nervo, Arguedas, Manuel Gálvez, and Benito Lynch, may be added or substituted

a. Ciro Alegría (Peru), "El mundo es ancho y ajeno"

b. Mariano Azuela (Mexico), "Los de abajo"

c. Eduardo Barrios (Chile), "El hermano asno"

d. Rufino Blanco Fombona (Venezuela), "El hombre de oro"

e. Rómulo Gallegos (Venezuela), "Doña Bárbara"

f. Martín Luis Guzmán (Mexico), "El águila y la serpiente"

g. Jorge Icaza (Ecuador), "Huasipungo"

h. José López-Portillo (Mexico), "La parcela"

i. Gregorio López y Fuentes (Mexico), "El indio," "Tierra"

j. Roberto José Payró (Argentina), "Sobre las ruinas"

k. Horacio Quiroga (Uruguay), "Cuentos de la selva para niños"

l. José Eustacio Rivera (Colombia), "La vorágine"

m. Carlos Reyles (Uruguay), "El gaucho florido"

n. José Enrique Rodó (Uruguay), "Ariel"

o. Florencio Sánchez (Uruguay), "La gringa" (play)

p. Arturo Uslar Pietri (Venezuela), "Las lanzas coloradas"

q. Javier de Viana (Uruguay), "Gaucha"

r. Alfonso Reyes (Mexico), "Ensayos"

II. CONTRIBUTIONS OF SPAIN TO WESTERN CIVILIZATION

A. Literature

1. The Middle Ages

a. El poema del Cid

b. Alfonso el Sabio

c. Juan Ruiz

d. Romances

e. Amadís de Gaula

f. El Marqués de Santillana

2. The Renaissance

a. Novels: Lazarillo de Tormes (the picaresque novel); La Celestina by Fernando de Rojas

b. Poets: Jorge Manrique, Garcilaso de la Vega

c. Dramatists: Juan del Encina; Gil Vicente

d. Mystics: Santa Teresa de Jesús, San Juan de la Cruz, Fray Luis de Granada, Fray Luis de León

3. The Golden Age

a. Novelists: Miguel de Cervantes Saavedra (Don Quixote de la Mancha, Novelas Ejemplares) Mateo Alemán

b. Dramatists: Lope de Vega, Calderón de la Barca, Juan Ruiz de Alarcón, Tirso de Molina

c. Poets: Luis de Góngora, Herrera, Quevedo

4. The Eighteenth Century

a. Dramatists: Fernández de Moratín, Ramón de la Cruz

b. Critic: Benito Jerónimo Feijoo

5. The Nineteenth Century

a. Poets: José Zorilla, José de Espronceda, Adolfo Bécquer, Ramón de Campoamor

b. Novelists: Fernán Caballero, Pedro Antonio de Alarcón, Juan Valera, José María de Pereda, Benito Pérez Galdós, Emilia Pardo Bazán, Armando Palacio Valdés, Blasco Ibáñez

c. Critic: José de Larra

6. The Generation of '98

a. Unamuno, Ortega y Gasset, Ganivet

b. Other writers: Ramón del Valle Inclán, Pérez de Ayala, Azorín, Pío Baroja, Benavente, Los Hermanos Quintero, Martínez Sierra

7. Contemporary writers

a. Scholars: Menéndez y Pelayo, Menéndez Pidal

b. Poets: Federico García Lorca, Juan Ramón Jiménez, Antonio Machado

c. Essayist: Salvador de Madariaga